

DRAFT

Minutes
State Board of Education
Monday, January 27, 2003

Members Present

Dr. Wade McLean- President
Tom Horne- Superintendent
Nadine Mathis Basha- Vice President
Dr. Matthew A. Diethelm
Dr. Peter Likins
Catherine Kasper
Evangelina Conkie Hoover
Armida G. Bittner

Members Absent

Mr. Frank Alvarez

**Call To Order
Roll Call**

Superintendent Horne nominated Vice President Dr. Wade McLean to be the successor to Frank Alvarez. Motion seconded by Dr. Diethelm

Officer Nominations

Executive Director Christy Farley introduced the item. After discussion, President McLean made the motion to approve the Minutes of October 28, 2002; Executive Session minutes of October 28, 2002; November 18, 2002; and January 10, 2003. Vice President Basha seconded the motion. Motion carried, 8-0.

Minutes Approval

President McLean thanked the Board for their nomination and pledged his commitment to a successful year.

President's Report

Superintendent Horne reported on his visions and goals for the Department of Education and for the successful future of Arizona's education system. Superintendent Horne introduced his executive team to the members.

Superintendent's Report

There were no Board Member Reports at this time

Board Member Reports

Executive Director Farley reported By request of the Board, the legislative update and review was postponed till the afternoon session

Executive Director Report

Roundtable Discussion

WestEd Presentation:

Dr. Magaly Lavadenz, Senior Research Associate for WestEd, moderated the morning roundtable discussion, focusing her presentation on three areas: 1) teacher expertise; 2) teacher preparation; and 3) teacher quality. Dr. Lavadenz spoke on activities from a national perspective, providing an overview and outline for Arizona to use as it develops and modifies its system. Dr. Lavadenz discussed the development of teacher expertise based upon, supply and demand; diversity of student population; and teaching standards. She further reported on a WestEd study taken in 2000 concerning certification and preparation requirements. Finally, Dr. Lavadenz concluded with teacher quality and the necessity that it should be based on a sustained long-term professional development program that involves the entire school and that is actively communicated with its surrounding community. (Please see attached material)

University Presentations:

Arizona State University-

Arizona State University had representatives from each of the three colleges of education: Dean Garcia opened the discussion for Arizona State University (ASU) and its three colleges of education; ASU East, ASU West, and ASU Main.

Dean Schwalm, ASU East College of Education Dean, spoke on ASU East being the largest of the three campuses offering this degree and that they have a less traditional program focus, thus pupils who cannot attend normal day courses are still able to receive a quality teaching education. ASU East has developed many cohorts with the community furthering its diversity. Some of the programs ASU East offers include, evening cohorts with Chandler and Mesa Unified School Districts, the “pace program” which collaborates with the Pinal County Schools, a Masters in Education program available to any graduate for K-12 instruction, and finally a cohort with Roosevelt School District to aid teachers in dealing with at risk students. Additionally, Dean Schwalm spoke about the various councils the College consults for advice, such as the professional development council, the field experience council, and the community advisory council. Dean Schwalm closed by expressing that ASU East Education graduates are equipped by the plentitude of non-traditional courses they may take to handle the diversity presenting itself to many Arizona teachers. (Please see attached material)

Dean Awender, ASU West College of Education Dean, reported that their program has been recently revisited to incorporate all of the aspects of research based reading methodologies. Comparable to the other campuses, ASU West has incorporated the community that surrounds the college in order to develop highly qualified graduates. Dean Awender discussed the 2+2+2 program where ASU West is increasing the pool of possible teachers, the 10 month Post Baccalaureate Teacher preparation program with Peoria Unified School District where pupils are

assigned to report and learn in a school within this district, and the Charter School Leadership Program which is the only one of its kind in Arizona to offer entrepreneurial guidance to the growing charter school initiative. Additionally ASU West is developing a temporary project with DMB Construction and the Litchfield School District called the “Berado Project,” where a “model school” is built to include all aspects of its community, increasing parental involvement and use. Concluding, Dean Awender expressed that ASU West Education graduates have a plethora of real work experience in the classroom to equip them with heightened preparation to address issues and problems that may unexpectedly develop in the classroom. (Please see attached material)

(Continued to side B, tape 1)

Dean Garcia, ASU Main College of Education Dean, reported that ASU Main has a majority of the ASU students attending their College; which focuses a majority of its resources on introducing and training new teachers. Dean Garcia reported that ASU Main’s ongoing development and recruitment to the College could possibly shift the outcome of an Arizona teacher shortage. He also reported on ASU Main’s outreach to the public, which is consistent with each of ASU’s Education Colleges. Dean Garcia spoke on the alignment of curriculum with what is needed and desired by actual teachers within Arizona schools and about examining the growing concern and issues with Mexico and the ELL/ESL students that are entering Arizona schools. Further ASU Main is uniting all of the Education campuses to join in developing coordinating degrees and programs for a Post Baccalaureate initiative. Dean Garcia concluded by stating that ASU was founded in part due to teachers and further supports teaching development and continued instruction. (Please see attached material)

University of Arizona-

Interim Dean McCarty of University of Arizona’s (U of A) College of Education reported on the University’s goal to develop upon its current strengths. Dean McCarty spoke on the many diverse programs the University offers varying from a K-12 Masters in Special Education- the only type offered in Arizona, to a Native American youth teaching program-the only one offered in the Nation. Similar to ASU, U of A has reached out to the teaching community to address the issue of preparing quality teachers through instruction in Arizona academic standards, reading methods consistent with phonics, and increasing the pool to forgive a possible teacher shortage. Additionally, U of A has its choice of programs incorporated into the community such as the P-20 Council, “Big Teacher” program, Teach for Tucson, 2+2 program with Pinal community colleges, and a Post Baccalaureate program. Dean McCarty concluded by stating that the University is in the process of a Changing Directions initiative under President Likins but has incorporated all of the stakeholders in their discussions and are offering a bold new direction for their Education College. (Please see attached material)

Northern Arizona University-

Northern Arizona University’s (NAU) Interim Dean of Education, Dr. Kain, reported on NAU’s traditional models of education programs, which the school is nationally recognized for. Dean Kain addressed that many NAU students are conducting coursework in offsite locations in communities around Arizona, and hence NAU has tapped into a market of teachers that are unable to attend class during the regular school day at the Flagstaff NAU campus but are most likely to stay within their current community if they begin teaching. These students have critical

instruction issues, i.e. ELL/ESL students and geographic access issues. Additionally, Dean Kain discussed the University's Education College as a sequence of different models, traditional model, partnership model, and blended model. Further explaining that there are many paths a pupil can take and working professionals can take to achieve their teaching certificate and graduate. Concluding, Dean Kain spoke on how No Child Left Behind is aiding in NAU's restructuring of Arizona's initiatives of school improvement plans, special education, and math & science instruction. (Please see attached material)

Open Forum:

Maria Frontain asked why Arizona doesn't have an undergraduate special education degree program in our state? She stated she has found that it is difficult to recruit teachers to this area.

- *U of A* answered that this is an on-going discussion for them, and whether an initial general education degree is needed first before pursuing further special education coursework, as well as, the financial constraints they are facing currently.
- *ASU* stated that they do have an undergraduate special education program but that they believe that there is room for this program to grow.
- *NAU* stated that they also have an undergraduate program in special education with approximately 100 graduating per year; but obviously this is not enough.

Maria Frontain asked how many hours are included in a general education degree in the area of special education? She stated she is looking for better special education preparation programs in general education degree in the case that these graduates enter special education.

- *ASU (Main)*- requires 35 hours in special education.
- *NAU*- no response
- *U of A*- no response

Dr. Peter Likins stated that each College of Education seems to be quite responsive and highly adaptable to the externalities confronting education, in many ways that higher education facilities have not done before. Additionally, he commended each of the Deans for showing a great entrepreneurial skill with the little resources available.

Superintendent Horne stated that he has some concerns and or questions he would like to express: 1) are there any artificial barriers to the teaching profession? and 2) is the time efficiently spent in teacher preparation programs with the interaction between teacher and student?

(Please note that there was confusion in the interpretation and thus answering of Superintendent Horne's question. Universities responded with their programs for students not going through the traditional Education Degree program.)

- *NAU*- 2 years part time designed for workings professionals.
- *U of A*- 1year full time program for pupils.
- *ASU*- we have several models for pupils to take.

Jim Manly said he's not hearing the usual blame towards the Colleges of Education as has occurred before, however, teachers are feeling dumped upon when they get to the districts and the classroom. Student needs are great and diverse and often placed on teachers who are unfamiliar with the issues presented to them and he expressed a need to diversify our teaching programs.

- *ASU* responded that they hear the same concerns and have become responsive. The new university president and new deans are all committed to addressing real concerns facing teachers upon graduation.

John Wright- Programs should not be looked at as barriers, but requirements to be a quality teacher. Barriers are often external, such as attracting teachers to remote areas for how much they can be paid.

Superintendent Horne restated his question, explaining that the barriers that he is asking about are university requirements such as admittance of a student from another college degree program into the college of education for certification preparation. He added that he has heard that it is difficult to move into the college of education when you are not a major. Also, professionals in industry wanting to enter the teaching profession yet are required to must first go through 2 years of coursework to apply for a certificate, and are not entering the teaching profession because of the time commitment of two years. How do we address this as well?

- *NAU and U of A*- both universities have been looking into this process of interchanging among colleges and are working on inventive and effective ways to address professional certification and entry into teaching.
- *ASU*- no comment

Ginny Kalish stated that when discussing barrier elimination, she believes that we need to focus on “Grow Your Own” programs that universities have established.

- *NAU*- agree, and have a full commitment to the success of such programs however, one must remember the extremely high cost of these programs especially in this time of financial constraints.
- *ASU*- no comment
- *U of A*- no comment

Jim Manly stated that he feels that the professional knowledge component of ATPA is too secretive; and thus would like to know what the universities are teaching their students about this test and how they are being preparing.

Penny Kotterman responded that there is information available on the DOE website including test practices and instruments. But it shouldn't be a question of whether it's aligned with what is being taught, but is it an adequate measure of knowledge and skills. This test is only 3-4 years old, and she stated she is assuming that it is probably too soon to know, but we should focus on this.

Ginny Kalish stated that teachers come with pedagogy and theory, but they need to know what to do when what they have learned doesn't work in the classroom. How do you diagnose, remediate and measure while addressing the needs of all of the students in the classroom- while effectively continuing to instruct? (Please note, there were no answers given to this question)

President Wade McLean began to wrap up the session by stating that this is a good time for all of us to step back and look at what we've been doing...we've been reacting. Whether we agree with the Morrison Report and it's findings of a future teacher shortage in Arizona, or not, it does

provide us with some resource data. Our next conversation should focus on keeping teachers in the classroom versus moving to other professions, i.e. a certification issues/regulations vs. an employment issue. We need a more global picture and plan.

Dean Garcia told all the participants that they were invited to the upcoming Roundtable to have another discussion on these issues at the upcoming ASU Teacher forum scheduled February 13-14 at the Pointe on South Mountain.

Dean Awender agreed with President McLean, this is not just a College of Education issue but an issue that we should be working on with districts to try and develop support. In actuality it is not a problem with programs but a problem with attracting individuals to the profession and retaining them once they have entered.

Regent Chris Palacios stated that the Deans of the Colleges of Education seem to be willing to address issues. She stated that the Regents are also committed to addressing these issues and will remain engaged in these conversations.

Dr. Matt Diethelm commented that most of what they heard today is very pleasing, but we need to offer a short-term plan during this time of rapid change to aid teachers who are currently instructing. Additionally, he stated that there is a need to address the challenge of quality teachers who are teaching in a school labeled underperforming; without discouraging them. Our short-term need should then be embedded into programs for the future, i.e. preparing to instruction ELL students and working in charter school environments.

Nadine Mathis Basha added that one issue of concern for her is that underperforming schools are required to submit a school improvement plan and she believes that these plans need to be turned into community issues with community input and support. She asked that the Colleges of Education reach out to the community and offer expert assistance.

Where do we go from here?

Maria Frontain stated that in future discussion she believes that we should have district representation and legislative representation. Additionally, she believes that a para-professional teaching degree or program should be developed at the cost of the state.

President Wade McLean closed the session by stating that the State Board of Education would take the lead to reconvene with representatives from the Community Colleges, legislators, business community representatives, i.e. principals, National Board Certified teachers, and American Board Certified teachers, to develop a working plan to move forward. The roundtable discussion was then adjourned and Board members were advised they had a 10-minute break before lunch.

Legislative Lunch

Minutes
Tape 2. side A

President Wade McLean announced for the record that all of the Board members would be talking as individuals and not as a Board regarding positions on legislation.

Rep. Linda Gray asked the group for their consideration of placing a Charter school member onto the State Board.

- Dr. Likins and Superintendent Horne each were in support of this addition to the member makeup. Dr. Diethelm expressed his feeling that charter overview is best suited to be discussed by the State Board of Charter Schools and will have to look more into adding a Charter member to this Board.

Rep. Gray asked the group what else the Legislature can do for education?

- President McLean explained the previous meeting with the Deans of Education from Arizona's state universities and suggested that the legislators should be present at the next discussion to provide adequate guidance on legislative ability.
- Dr. Likins spoke on the need for teacher aides by desperate teachers in search for assistance in their classroom. Dr. Likins further explained that the State needs to find a way to pay for the continued education of these para-professionals who are already in the classroom and familiar with the instruction process. Rep. Linda Gray said that Legislature is changing this requirement in the near future.

Rep. Gray asked about Reading First and how some companies are included in the list given to school districts that do not pass sufficiently for phonics or research based reading instruction.

- Superintendent Horne told her that the lists given by the Department are not the final "approved" list yet. Those companies that do not pass particular areas of the assessment criteria are more suited in specific areas of assessment and instruction and thus should be used as supplemental to aid in the teaching from a core program.

Superintendent Tom Horne asked the group about the idea of artificial barriers that may be present to entering the College of Education and the teaching profession. For example, a student enrolled in the College of Liberal Arts and Sciences cannot take a course in the College of Education.

- Rep. Gray felt that this may contribute to the possible teacher shortage facing Arizona; however, stated the caveat that there are only teacher shortages in certain fields, i.e. math and science.

Superintendent Horne asked the group about the time spent in the classroom in teacher preparation programs and its productiveness. Further the Superintendent poised the question of teachers and their ability to maintain class discipline.

- Rep. Huppenthal stated that this could be illustrated by testing, however, he explained his perception that the testing measurements do not accurately measure academic performance to provide coherent data for comparison value of the teacher's ability to teacher and the child's ability to effectively take the test.

(tape 3. side A)

Superintendent Horne asked the group about the school labeling process.

- Dr. Likins explained that holding schools accountable for progress should not be purely based on a test score. Further that the right way to test should not be an absolute standard but a measure of progress.
- Rep. Huppenthal stated that he feels that tests should be adjusted and replenished each year. Additionally, Rep. Huppenthal stated that the timeframe for underperforming schools is unrealistic to actually implement change and should be given more time to address and correct with the school improvement plans.

Rep. Soltero explained to the group about the Davis Bilingual Magnet School and their disappointment in their school label and that an appeals process should be developed to address circumstances like theirs.

- Superintendent Horne agreed that the system should be more flexible and states that No Child Left Behind has given states this flexibility.

Rep. Yarbrough asked if material on the school profiles given to parents and guardians is available in Spanish, because from his experience he has only seen English.

- Superintendent Horne told him that Spanish material is available at the schools' district offices.

President McLean thanked Nadine Mathis Basha for her generous sponsoring of the food and beverages for this lunch and adjourned this portion of the meeting.

(Please note, Rep. Ted Downing attended the session late, Rep. Thayer Verschoor left early and remained in the audience, Sen. Jim Waring did not participate but was in attendance. Rep. Carpenter came to hear the discussion but is not a member of the Education Committee - he remained in the audience. Rep. Burton-Cahill and Rep. Soltero are not part of the Education Committee, but attended and participated in the roundtable discussion.)